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THE SOCIETAL DIMENSION, A PROGRAM OF CONTINUING EDUCATION FOR THE STATE UNIVERSITY OF NEW YORK.

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THE NEW YORK STATE UNIVERSITY MASTER PLAN FOR CONTINUING EDUCATION CALLS FOR PROGRAMS FOR THOSE WHO HAVE NOT ACHIEVED INITIAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES, AND FOR THOSE WHO HAVE ACHIEVED INITIAL EDUCATIONAL OBJECTIVES, FOR MAKING ITS RESOURCES AVAILABLE FOR COMMUNITY SERVICE, FOR EXTENDING ITS CULTURAL RESOURCES TO THE PUBLIC, AND FOR MORE FRUITFUL COOPERATION WITH THE CONTRACT COLLEGES AND PRIVATE COLLEGES AND UNIVERSITIES. PROGRAM ELEMENTS WILL INCLUDE CONVENTIONAL DAY AND EVENING COURSES FOR PART-TIME STUDENTS, PROVISIONS FOR INDEPENDENT STUDY (CORRESPONDENCE INSTRUCTION, PROGRAMED INSTRUCTION, EXTENSIVE USE OF AUDIOVISUAL MEDIA, GROUP-STUDY, TELEPHONE CONFERENCES, GUIDANCE AND COUNSELING, AND USE OF LIBRARY RESOURCES), RESIDENTIAL CONTINUING EDUCATION CENTERS, SEQUENTIAL AND OTHER NONCREDIT COURSES FOR CULTURAL ENRICHMENT AND FOR UPDATING SKILLS AND KNOWLEDGE, (FOR EXAMPLE, LEADERSHIP TRAINING AND RESEARCH AND DEMONSTRATION PROJECTS) AND URBAN EXTENSION ACTIVITIES. THE CENTRAL ADMINISTRATION OFFICE OF CONTINUING EDUCATION SHOULD BE CHARGED WITH STATEWIDE POLICY COORDINATION AND FORMULATION, CONSULTATIVE SERVICES, AND FINANCIAL AID, WITH LOCAL CAMPUSES TAKING CHARGE OF BASIC PLANNING AND OPERATION. (LY)

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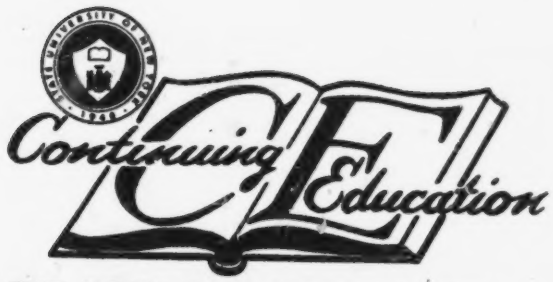
The SOCIETAL DIMENSION . . .

Continuing Education

in

State University of New York



THE BOOK THAT NEVER CLOSES

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THE SOCIETAL DIMENSION . . .

A PROGRAM OF CONTINUING EDUCATION

for the

STATE UNIVERSITY OF NEW YORK

A plan developed by

The Office of the University Dean
for Continuing Education
8 Thurlow Terrace, Albany, N.Y.

February, 1967

STATE UNIVERSITY OF NEW YORK
THURLOW TERRACE
ALBANY, NEW YORK 12201

Office of the Chancellor

January 9, 1967

To: Administration and Faculty of State University of New York

There is nothing inherently new about the concept of continuing education, yet it is only now that such a concept is receiving the broad acceptance nationally and within this State which it has always merited. That men and women should never feel their education and intellectual or cultural growth to be at a point of completion would seem self-evident, especially in a democratic society. Some have realized this for decades, but the great majority are now awakening not only to the desirability of continuing education as part of the pattern of life but to its absolute necessity.

The rapid changes and advances in knowledge, the swift obsolescence of techniques in vocations and professional careers, the increasing demands for only those workers who have skills to meet contemporary employment needs, the steady stirring of interest in and even enthusiasm for the arts and literature as a way to enrich one's being--these have all combined to place new importance upon continuing education as a societal dimension.

The Governor and the Legislature of the State of New York have publicly indicated their commitment to the principle of the inseparability of the educational and economic climates of the State; they have pointed to continuing education as a process for enhancing both. The Board of Regents has embarked on a State-wide examination of the many possibilities capable of being developed. So also, through the Revised Master Plan of 1964 and its further revision in 1966, the Board of Trustees of the State University have made clear their own intentions of developing a comprehensive program in this field, utilizing all the appropriate instructional devices and personnel that can be mustered and offering to the citizens of the State a service that can touch the lives of untold thousands.

I am glad to call attention, therefore, to the policies and plans incorporated into this document prepared by Dean Helsby, and to make clear that they have the support of the Board of Trustees and the administration of the University. This service task, at present already begun, will be a permanent part of the University's responsibility in fulfilling its mandate for providing public higher education to all who can benefit from it. At every level and condition of adulthood, continuing education is a threshold to making a better living and a better life. It is also a key factor in the future progress of our great State.

Sincerely,

S B Gould

Samuel B. Gould

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CONTINUING EDUCATION

Foreword

The 1964 Master Plan recognized State University obligations and responsibilities in the continuing education field. An Office for Continuing Education was created within Central Staff and an Executive Dean (now University Dean) was appointed effective January 1, 1966.

The initial responsibility of the Office for Continuing Education was to develop an overall plan for continuing education within State University. To carry out this responsibility, the Office for Continuing Education undertook the following:

1. A general overview of continuing education programs within State University;
2. An examination in some detail of the continuing education programs of universities across the nation;
3. A review of the applicable literature;
4. Discussions with national leaders in the field;
5. Discussions of initial concepts and plans with as many campuses as possible within State University.

An overall plan and approach to a continuing education program for State University was developed by April 1966. This proposed overall plan was reviewed by the Academic Council, Long Range Planning Committee, and the Central Staff. After appropriate revision and modification, the overall plan was accepted by Central Staff.

The proposals and recommendations contained in this basic State University Plan for Continuing Education are summarized in this report.

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I. EMERGING CONCEPTS

> ...every element of an adult education program ...should capture the true concept of continuing education so that /the student/ returns again and again, so that his interests and enthusiasms broaden and deepen, so that he recognizes his role through life as a seeker after more and more of the beauty and wisdom which the world has in store for him.
>
> .... Samuel B. Gould, at 20th Annual Conference of the Ohio Association for Adult Education, March 21, 1958.

Continuing education is an impressive but imprecise phrase. It is sometimes equated with "university extension" which is an equally impressive term whose meaning varies from state to state and from university to university. Another approach to a descriptive term is to adopt the traditional statement of purpose of land grant universities - instruction, research and public service. The Higher Education Act of 1965, in effect, incorporates the public service function under the continuing education umbrella, although not all university administrators would agree.

The 1957 Report of the Educational Policies Commission stated:

> "The American university is not simply a transplanted European university...the universities of America, both public and private, are comprehensive, intimately related to the sustaining of our national life, and concerned with immediate problems of general welfare as well as with the advancement of scholarship and the transmission of an academic heritage."

The American university is both a "community of scholars" and a "societal resource."

Societal Demand.

The demands being made by society upon universities are changing if, for no other reason, because the nature of our society is changing. The economic and social factors alone involved in the well-known shift of our society from agrarian to industrial or from rural to urban, require that society, and thus our universities, devote resources and support to the development and extension of vocational, technical and professional training, and to home and family living in a mobile and industrialized community. The shift to a technological base, with the consequent impact of automation, scientific research and its application, has created an increased

demand for continuing professional, scientific and managerial training. Also, there are the special educational needs of those sections of society identified as the culturally deprived, the aging, the dropout and the handicapped, and the personal educational needs of those who seek self-improvement and an opportunity to change their role and way of life.

The impact of urbanization has been felt throughout the nation, though with great variation according to local and regional conditions. While New York State has always been more urban than most, character changes in New York have been and continue to be profound. Especially during the last twenty-five years, the growth of population and the concentration of people in and around industrial communities has proceeded at an unprecedented rate. The need for modern public services and facilities - highways, streets, sewers, schools, parks, fire and police protection, health, education and many others - has created serious problems.

College and University Response.

In varying degrees, institutions of higher learning have served as a societal resource in two general ways -

through cooperative extension, and through general extension and adult education.

None of the important institutions of higher learning in the United States, it is safe to conclude, restricts itself to activities precisely defined by the two functions of (1) daytime education toward a degree, and (2) research. The supplementary educational effort - continuing education - may include credit or non-credit courses, in the evening or late afternoon on or off campus; lectures, by faculty or visiting personages; conferences of various types, on campus or off; mass media and publications; information courses; contract research and other aids to business, agriculture and government; and so on.

Aside from the development of the Cooperative Extension program, the best known concept was advanced in 1906 when President Charles Van Hise of the University of Wisconsin organized its pioneering extension division with the intention of making "the boundaries of the campus coterminus with the boundaries of the state."

Private universities have tended to follow the University of Chicago pattern in which emphasis is placed upon academic and cultural subjects and the shaping

of adult curricula at the highest university level. In other words, traditionally private, urban universities, until more recent years, have not been subject to the same pressures in the public service area as have state universities with the result that private institutions have tended to confine their extension function to course offerings.

Modern Programs.

In more recent years, adult education and related programs have developed into more recognizable categories. The first includes "credit" and "non-credit" courses. One step below degree credit courses are the so-called certificate programs. While the meaning of "certificate" varies widely, it usually signifies completion of a sequence of courses with special relevance to technical, business or professional education. There are also liberal arts certificate programs.

A second general category may be designated as conference. A university frequently acts as host to what are variously known as conferences, institutes, short courses, lecture series, clinics, forums, seminars, panel sessions, round tables, work conferences or workshops. While there are differences in meaning among these terms, they are usually used as alternative designations for short intensive programs. "Conference" has become a more or less descriptive term for this field of endeavor.

A third general category may be designated as methods and technical facilities for independent study. Against a backdrop of a developing shortage of instructional staff, there have been utilization of and experimentation with various methods and aids to teaching. Teaching by correspondence, one of the older of such techniques, remains an important and growing segment of extension programs. Radio courses developed shortly after they became technically feasible. Most of the emphasis over the years has been on informal courses and public service programs. Such experiments with

correspondence and radio courses have formed a base for teaching by television. Since it became technically feasible, there has been considerable experimentation with educational television, and it is increasingly clear that its potential has not yet been realized. There has also been experimentation with combinations of such media.

A fourth, and somewhat all encompassing category, is community service. Universities perform a great many services for the community. The diversity of such services, which vary considerably from one university to another, is such that a listing is largely futile. Four types of community service can be identified in a general way -- university facilities and special events (1) made accessible to the public, (2) set up in part for public use, or (3) distributed to the public, and (4) provided to specialized groups.

The Challenge.

Among the most important of new trends is the increased readiness to accept and respond to the broadening scope of adult education -- to accept as a necessity the

principle of lifelong learning. This concept of adult education supplements a former view that it is primarily remedial education, to overcome early gaps or educational losses.

From this broadened concept, comes a wider acceptance of continuing education as a necessary component of total educational design -- not merely an afterthought to be added on after the needs of the young hopefully have been met. There is evidence, including both federal and foundation financed support, of a rapidly growing commitment to include liberal as well as occupational education, and urban as well as agricultural and rural education.

If all of these elements are merged into one program design, then a comprehensive continuing education program emerges. The problem across the nation is the tendency to concentrate on one phase or another at the expense of the rest. The challenge in designing a continuing education program for State University lies in providing for comprehensiveness and balance. The opportunity is found in the ability to draw up half a century of experience accumulated by other institutions of higher learning.

II. OBJECTIVES

> A further response to the needs of the State will be an expansion of the University's program of continuing education....Continuing education is of key importance to the economy of the State and to the welfare and cultural enrichment of its people.
>
> The Master Plan, Revised, 1964

"Continuing education" as used by State University represents its societal dimension by providing lifelong higher educational opportunities of excellence to part-time students of post-high school age and the extension of university resources for a wide variety of public and community services.

The major objectives of the continuing education program of State University, broadly stated, are as follows:

1. Part-time students should be provided the same higher educational opportunities as full-time students to achieve their educational goals;

2. Programs should be provided to enable those who have achieved their initial educational objectives to upgrade existing skills and develop new ones, to keep abreast of developments within their vocation or profession, or otherwise to increase their effectiveness;

3. Community service programs should be developed which bring the varied resources of State University to bear on the solution of urban and related problems;

4. Programs should be developed which contribute to the cultural enrichment of the people of the State.

Objective I.

> We must rid ourselves of the idea that anybody can ever finish his education. We cannot give our young people a good education. We can give them some education. We need extended education. We need to set up a program into which people can come at any time in their lives and get as much education as they can take.
>
> ....Margaret Mead

Continuing education programs should be developed for those of post-high school age who have not achieved their initial educational objectives.

The accomplishment of this objective requires, at a minimum, emphasis on the following program areas:

1. Part-time students should be admitted to regular university programs to the greatest extent possible;

2. Evening programs similar to the Millard Fillmore College at the State University at Buffalo should be developed and, particularly by University Centers;

3. Programs of independent study should be developed for those who are unable to attend regular daytime or evening courses, including:

    a. A correspondence program which utilizes a variety of instructional resources and media, and

    b. Special degree programs for adults not tied to traditional residence requirements;

4. Non-credit programs utilizing appropriate instructional media should be developed;

5. Adequate counseling for students enrolled in such programs should be provided.

Objective II.

For the self-renewing man the development of his own potentialities and the process of self-discovery never end. It is a sad but unarguable fact that most human beings go through life only partially aware of the full range of their abilities. In our own society we could do much more than we now do to encourage self-development. We could, for example...devise many more arrangements for lifelong leaning.

....John W. Gardner

Continuing education programs should be developed for those who have achieved their initial post-high school educational objectives.

To meet this objective, the following approaches, at a minimum, are required:

1. Appropriate courses within the regular instructional program should be opened to part-time students;

2. Non-credit courses, both sequential and non-sequential should be provided;

3. Conference programs - workshops, institutes, short courses, seminars, should be expanded;

4. Programs of independent study utilizing appropriate instructional resources and media should be developed.

Objective III.

Institutions of higher learning are being called upon ever more frequently for public service - ...Today 70 per cent of our people live in urban communities. They are confronted by problems of poverty, residential blight, pollution air and water, inadequate mass transportation and health services, strained human relations, and over-burdened municipal services.

Our great universities have the skills and knowledge to match these mountainous problems. They can offer expert guidance in community planning; research and development and pressing educational problems; economic and job market studies; continuing education of the community's professional and business leadership; and programs for the disadvantaged.

....President Johnson, January 12, 1965

Recognition should be given to the community-service obligations of State University to provide resources to assist communities in efforts to solve their problems.

As community service demands upon various State University units increase, programs along the following lines will be required:

1. Courses, both credit and non-credit, which focus on community problems and the development of community leadership;
2. Services to community agencies, business and industry, school systems, labor groups, governmental agencies and personnel, etc.;
3. Special projects which assist in the solution of community problems, including those financed through Title I of the Higher Education Act and other Federal, State and private sources;
4. Centers for urban studies, economic development, etc., which are primarily research oriented.

Objective IV.

> This program (continuing education) - which concentrates on the collegiate and post-collegiate levels has three important goals:...and third, to promote the intellectual and esthetic growth of our people through formal courses, lectures, concerts, and theater performances.
>
> The Master Plan, Revised, 1964

The State University should become a major cultural resource and make these resources available to the public to the maximum extent possible.

The accomplishment of this objective suggests the following:

1. Student and faculty resources should be employed in the development of an extensive program in the visual and performing arts for the public;

2. Programs primarily intended for students and faculty should be made available to the public wherever feasible;

3. Cooperative relationships should be expanded and strengthened between State University and local and state organizations dedicated to the development of the arts;

4. Appropriate use should be made of television and other media in extending State University cultural resources to the public.

Objective V.

> Clearly, it is not the size of the institution which matters most. It is not the fact that it is tax supported or private, concerned with liberal arts or technical training. The thing that makes the chief difference is....to establish the means through which people who ought to work together more closely can do so.
>
> ....E. H. Hopkins

The special strengths and services of the contract colleges and private colleges and universities should be recognized and cooperative arrangements encouraged.

The accomplishment of this objective requires the following:

1. More effective coordination and cooperation with the programs of the Cooperative Extension Service;

2. More effective coordination and cooperation with the extension program of the School of Industrial and Labor Relations;

3. The development of cooperative programs with private colleges and universities when such arrangements will result in the providing of services on a statewide basis which would not otherwise be possible.

III. PROGRAM DESIGN

That degree as well as non-degree credit courses be made available through State University Continuing Education in cooperation with the participating campuses, and that such campuses provide for the award of Associate and Baccalaureate degrees for the work accomplished through Continuing Education on and off campus, and in day or evening or summer courses.

1966 Interim Revision of the Master Plan of 1964

As has been stated earlier, the State University continuing education program has as its mission, programs for:

1. Those who have not achieved their initial educational or occupational objectives;

2. Those who have achieved their initial educational objectives;

3. Making the resources of State University available for community service;

4. Making the cultural resources of State University available to the public;

5. Appropriate cooperative arrangements with the contract colleges and private colleges and universities.

A great variety of instructional media and other resources will be required to provide appropriate programs

in these areas. Media and resources will be employed in combination on the basis of program objectives rather than as program determinants.

Conventional Courses for Part-Time Students.

In terms of higher education, those who have failed to complete or achieve initial educational or vocational objectives constitute the educationally underprivileged. Such persons should have, to the greatest extent possible, the same opportunity as regular students to achieve educational or occupational goals.

For such students, the traditional approach for institutions of higher education has been the evening program or division. Colleges and universities in urban areas have developed major evening divisions. The Millard Fillmore College at the State University at Buffalo is the outstanding example of this type of development within State University. Increasingly, colleges and universities are opening their daytime programs to part-time students, at least on a space available basis.

In September 1966 some 87,000 part-time students enrolled in State University. The Fall 1965 total was

66,127, 45,335 in Community Colleges and 20,788 in state supported colleges. It is anticipated that part-time enrollment will increase to 121,000 in 1970 and 180,000 in 1974. In recent years the rate of increase for part-time students enrolled in degree credit programs has been greater than that for full-time students.

In the foreseeable future, the Community Colleges will continue to enroll more part-time students in degree credit programs than any other segment of State University. On a university-wide basis, programs for part-time students at the upper division level need to be strengthened along the following lines:

1. Evening programs should be developed at Albany, Binghamton, and Stony Brook in addition to the existing one at Buffalo. The revised academic plans of these University Centers indicate movement in this direction.

2. As Colleges of Arts and Science move out of their current transition period and as additional facilities and resources become available, more stress should be placed on evening programs. The academic plans of most of these institutions indicate movement in this direction. One of the current problems at some institutions is that evening courses tend to be filled by regular students because of enrollment growth and scheduling problems.

3. As space permits, part-time students should be permitted to enroll in regular daytime programs.

That the course offerings of State University Continuing Education include a full program of correspondence courses, courses available through educational television, and courses available on or off campus by computer-assisted program learning and other electronic media; and that students be encouraged to use such media in combination and concepts of independent study.

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Independent Study.

A program of independent study will serve students who, because of employment, geographic factors, or other reasons find it impossible to enroll in instructional programs presently offered by State University. The scope of the program will include credit and non-credit, degree and non-degree courses. Course sequences will be developed for off-campus students who wish to meet the requirements for Associate and Baccalaureate degrees and possibly for graduate degrees in selected curriculums. In addition, there is a significant demand, already apparent, for a variety of non-credit and credit courses designed to enable individuals to qualify for technical and professional

licenses or certificates, or simply to provide occupational and professional updating. Finally, the increased leisure time available to citizens in all walks of life has created a desire to engage in educational activities designed for cultural and intellectual enrichment with no terminal educational goal.

Projected plans to provide independent study opportunities have been developed with the guideline of excellence as a paramount concern. Although one or more medium of instruction may be used as the basic vehicle for any given course, a variety of instructional techniques will be employed to ensure a maximum of achievement and sustain motivation on the part of students. The geographic distribution of State University campuses provides a unique advantage for such a program which is not enjoyed by any other university in the nation. Wherever they may be located, part-time students will be within reasonable proximity of campus library resources, guidance and counseling services, and instructional facilities for occasional group-study conferences involving others enrolled in the same courses. The evolving programs

of independent study will include the following:

1. Correspondence instruction
2. Televised instruction
3. Educational radio
4. Programmed instruction including computer-aided instruction
5. Telelectures
6. Telephone conferences
7. Group-study conferences
8. Guidance and counseling assistance
9. The use of campus library resources

> Progress has been made in the development of programs to keep professional and technical workers abreast of developments in their fields, but further programs and facilities need to be developed for this purpose. Continuing education centers are required at each of the University Centers and at Planting Fields.
>
> 1966 Interim Revision of the Master Plan of 1964

Centers for Continuing Education.

The conference, the workshop, the institute, and the short course have become common elements in continuing education. The revised Master Plan endorsement of continuing education facilities at University Centers recognizes the growing trend toward residential centers for Continuing Education in the United States. With or without the proper facilities, colleges and universities are being called upon to provide a burgeoning array of continuing education programs of this type.

Although the first residential center for adult education, in the modern sense, on a university campus was built by the University of Minnesota in 1936, it was not until after World War II that a basic trend became established. Since World War II residential centers for continuing education have been built at many major

universities. Perhaps the best-known facilities, financed in part through grants by the Kellogg Foundation, are found at Michigan State, Chicago, Georgia, Oklahoma, Nebraska, and the regional center now under construction at the University of New Hampshire. Some two dozen universities have built such centers without foundation support. However, there are no such centers in New York State, although some private universities have converted existing buildings for this purpose.

Continuing education centers accommodate conferences, workshops, institutes, seminars, short courses, through use of small, medium-size, and large conference rooms which are properly equipped. The centers also have residential and food service facilities of various types. For example, the Kellogg Center for Continuing Education at Michigan State University contains 193 hotel-type rooms accommodating 300 people, 28 conference rooms of various sizes, dining rooms, an auditorium, storage and exhibit space, audio-visual equipment, etc. This particular Center services about 60,000 people annually.

Continuing education centers, in keeping with the overall State University goal of leadership and excellence, will

strive to develop programs which, while consistent with the particular strengths and capabilities of the institution, meet statewide, and even national and international needs. For example:

1. Programs at the State University at Albany will be closely allied with the in-service training needs of state government agencies and will otherwise have a state government orientation;

2. Programs utilizing the projected center at the State University at Buffalo will be closely tied to the requirements of the business community and to the professional schools, such as law, engineering and medicine;

3. Programs utilizing the projected center of the State University at Stony Brook will be largely designed to meet the statewide, national, and perhaps international, continuing education needs of the science-oriented professions.

The academic plans of these University Centers assign a high priority to the planning and development of these facilities and to expansion of programs which will utilize them. Some Colleges of Arts and Science are also moving actively in this direction.

> What is needed now is a new conception of formal education in our lives, with an expectation of returning periodically to the classroom and seminar, for periods of half a year or a year or more, in an effort to keep current... with the flows of new knowledge and the application of knowledge. It is not technical or vocational training of which I am thinking...but broadly based and exacting education in both the physical and social sciences, extending one's analytical powers and systematic knowledge. Devices such as special degrees may need to be created to encourage a resumption of a person's education before the passage of too long an interval. A return to the classroom every fourth or fifth year is certainly not excessive, if we really propose to keep ourselves alert to the new developments in scientific thinking, as well as refreshing our knowledge and reassuring our command over the knowledge we already have....
>
> ....Neil Chamberlain, Professor of Economics, Yale University, "Job Obsolescence: Challenge and Opportunity". The Educational Record, January, 1963

Non-Credit Courses.

Since World War II a significant number of sequential non-credit programs, sometimes called certificate programs, have developed across the nation. While some of these programs involve only a single course, most are integrated

sequences of courses designed to meet the needs of professional or post-graduate adult students who wish to keep abreast of a rapidly changing field. Other such programs have basically an informational or cultural content.

This significant trend first emerged in the years immediately following World War II when it became evident that a modern society could no longer cling to the philosophy that defines either a collegiate or a post-graduate degree as the finish line for education. Such programs require the combined resources of university facilities and professionals to speed up the dissemination of new knowledge. Some contend that these programs involve a new conceptualization of the educational function - an abandonment of a vertical approach through elementary, secondary and collegiate instruction and the substitution of a horizontal system through which the individual must and will return throughout his life.

Sequential non-credit programs, by whatever name, when approved through appropriate academic procedures, can provide an effective means of updating knowledge and skills in rapidly changing fields. Programs designed for this purpose

would presumably be opened only to those with relevant degrees or backgrounds. Each program would offer an integrated sequence of courses designed to meet the needs of the particular field in question. Other programs, still designed as a sequence of courses, would have a more general informational or cultural content.

Usually non-credit courses, or course sequences, are offered in the evening during the regular academic term. However, it is anticipated programs of independent study, as previously outlined, will also be utilized.

At present, relatively little of this type of programming is done within State University, and most of what is done is found in two-year colleges. Almost 7,000 students registered for non-degree credit courses in community colleges in the Fall of 1965. About 2,400 were registered in such courses in agricultural and technical colleges. However, about three-fourths of the part-time students enrolled in State University were not candidates for degrees. Some indication of the need for non-credit programs is provided by this fact.

In the future, a higher priority will have to be given to the development of sequential non-credit courses than at present.

1. Community colleges need to develop more non-credit programs aimed at both professional and occupational updating and the informational and cultural areas.

2. Both University Centers and Colleges of Arts and Science need to determine how to best meet the needs of the areas they serve through such programming.

> A public institution like the State University of New York, with its diversity of programs at all levels, has a vital part to play in providing service to the community and the state.
>
> ....Samuel B. Gould, address to the New York State Associated Press Association, September 19, 1966

Community Service.

The various campuses of State University will increasingly be requested to make appropriate societal contributions and, as publicly supported institutions, have an obligation to respond. The nature of the response will, of course, depend upon what is requested, the particular competence of the campus in question, and what is appropriate for the particular set of circumstances.

In meeting community service obligations and responsibilities, individual campuses will:

1. Utilize their instructional resources and programs to increase general community understanding and to assist in the development of community leadership;

2. Make maximum use of federal and state programs which provide funds for research and demonstration projects;

3. Develop special programs to develop and collate knowledge and data which will assist community elements in the solution of problems and in economic development.

Many campuses now render vital special services within their local and regional areas. As the comprehensiveness of their continuing education programs broaden along lines already indicated, their ability to meet increasing community service demands will be strengthened.

Many campus academic plans indicate the planned or actual development of centers for urban planning, curriculum development, etc. Participation in programs and projects financed through the State Technical Services Act, Title I of the Higher Education Act, and similar programs is another forward step. In developing programs, individual campuses should:

1. Undertake continuing conversations with community leaders so that the community understands what the campus can appropriately do and the campus understands what is most urgently needed;

2. Channel some of its research potential toward community data and problems.

IV. DESIGN FOR OPERATION AND ADMINISTRATION

That the Central Administration Office of Continuing Education be charged with state-wide policy coordination and formulation, and aiding local campuses with programming and financial support.

That the operation of Continuing Education in State University be decentralized to local campuses within policies of the Board of Trustees.

1966 Interim Revision of the Master Plan of 1964

Given the present situation in which the main thrust of the Central Office function of State University is toward that of planning, assistance, and coordination rather than that of direct administration, the continuing education program of State University should be conducted on a decentralized basis. Line operation and control is not feasible with more than sixty campuses involved, for such an approach contradicts the principle of large scale institutional autonomy and is not, in the long run, in the best interest of the continuing education program.

Basic Principles.

Continuing education along with instruction and research should be an intimate and essential aspect of the total effort of each unit within State University, and therefore, of State University as a whole. Each major division and academic department of each unit should have the opportunity and the responsibility to develop courses and programs to meet continuing education needs which come within their academic competence. In this way the continuing education program will be an integral part of the total academic program with equal qualitative standards.

The principles which should govern the administration of the continuing education program of State University are as follows:

1. Responsibility for the continuing education program at each campus should rest with the chief administrative officer;

2. The office of the University Dean for Continuing Education should, in addition to the obvious staff function of the central office, undertake necessary planning, coordination, research, evaluation, and provide technical assistance in program planning and development;

3. In each unit of State University an individual with an appropriate title should be assigned campus-wide responsibility for continuing education;

4. Adequate staff assistance, both in the Central Staff and on the local campus, should be provided for program planning and development;

5. Responsibility for the development of courses and programs to meet continuing education needs which come within the competence and mission of a particular institution should be the joint responsibility of those charged with the administration of the continuing education program and the division or academic department concerned;

6. Academic matters should be processed through procedures comparable to those for other academic programs;

7. Appropriate advisory committees should be appointed and consulted;

8. Appropriate State University-wide and campus-wide policies should be adopted which will encourage and provide an incentive for participation of academic staff in continuing education programs.

9. Cooperative programs between State University campuses and with private colleges and universities should be undertaken in order to maximize the utilization of available resources in the development of the most comprehensive programs possible to meet statewide needs.